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ABSTRACT

Situated in the heart of New York's Chinatown, the Chinatown English Language Center is a community based project designed to provide recent Chinese adult immigrants settling in New York City with basic English speaking and listening and with reading and writing skills, which are necessary to their functioning effectively in U.S. society. Five hundred and fifty-three adults attended classes 2 hours daily for two days a week in an attenuated 10-month school year instructional program, slightly in excess of 103 cumulative hours average with only one third of them (183) going the full year. The curriculum for the Adult Basic English (ABE) component of the Center was based on the Lado Series with supplemental materials, workbooks, projectors and tape recorders. Participants were appropriately matched to the earlier books of the Lado Series. A second curriculum component was the Comprehensive Consumer Education Program (CCE). In summary the outstanding contributions of the first year were in establishing and implementing a complete program of Adult Basic English instruction to 553 recent adult immigrants of Chinese origin, centering around an audio-active language laboratory facility, and in the designing of unique sets of Criterion Measures in English as a Second Language applicable for Chinese-to-English participants never before attempted in such detail. (Author/AM)

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EVALUATION REPORT

Final Evaluation Report - First Year of Operation

CHINATOWN ENGLISH LANGUAGE CENTER

A State Urban Education Funded
Quality Incentive Program

B/E F# 17 - 054 33

SED F# 14-70-34-1-48

Prepared by:
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November 1 9 7 2

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A C K N O W L E D G E M E N T S

The evaluator of this first annual report of the CHINATOWN ENGLISH LANGUAGE CENTER gratefully acknowledges with thanks the labors of all those whose cooperation made the Center and its evaluation possible.

Among those without whose on-the-line continuous work this project and report could not have been completed, many grateful thanks are extended to:

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(The Late) Dan Pang, Teacher in charge of the Language Laboratory
Mr. Ronald Woo, Educational Assistant for technical operations, Language Laboratory of the Center
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And, to all the teachers and educational assistants of the Center, and to those community organization workers with the Chinatown Foundation and the Consolidated Chinatown Benevolent Association Community Center, the evaluator wishes to express appreciative thanks for their cooperation and their dedication to the work of the C. E. L. C.

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Final Evaluation Report - First Year of Operation

CHINATOWN ENGLISH LANGUAGE CENTER

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B/E Function # 17 - 054 33
(1971 - 1972)

A B S T R A C T O F T H E P R O J E C T

C H I N A T O W N E N G L I S H L A N G U A G E C E N T E R

C a t e g o r y: Adult Education-E S L (English-as-a-Second Language) State Urban Education

Technical components of the Chinatown English Language Center centered about a language laboratory facility situated in the heart of Chinatown. These were organized with expertise contributed by the Office of Continuing Education in summer 1971, while community sponsorship was represented in the Chinatown Foundation.

The Center was staffed with 6 part-time bilingual teachers, several para-professionals and a coordinator. This enabled it to first open in September 1971 to service up to 600 adult Chinese residents who as recent immigrants from Asia suffer severe handicaps in English language communication skills, hindering their acculturation into U. S. city life. The immediate goal is to develop familiarity with English communication skills in basic reading, writing, speaking and listening through an Adult Basic English program utilizing bilingual teachers, paraprofessionals, language laboratory techniques, and specially prepared materials. The program was combined in its first year for each instructional hour with a Consumer Education component funded under Title III. Each adult attended 2 class sessions of 2-hours each weekly with most sessions conducted nightly after work hours.

The following questions were subject to evaluation in the 1971-72 school year:

(1) Can a diagnostic profile of each student's listening, speaking, reading and writing needs in English be prepared by means of rapid measurement, suitable for placement at appropriate levels of instruction?

(2) Can the level of increment in English listening skills, English speaking skills, English reading skills and English writing skills be determined by formal criterion measures on a before-to-after instruction basis?

(3) Can enrollees learn to respond correctly to information about basic citizenship requirements?

The findings from the first year relate to the above 3 questions as follows:

(1) A rapidly administered placement level test consisting of a listening and speaking component, a Chinese reading component, an English reading component, a Chinese written name component, and an English writing component was constructed by the project staff.
Adult participants placed entirely in lowest levels I and II of a 4-level continuum in a ratio of better than 10:1, respectively.

(2) Five criterion measures dealing with listening, speaking, reading and writing skills were developed with the aid of the Office of Continuing Education. Specifically, these included the English alphabet, critical signs and labels, most commonly used phonemes and stress-intonation patterns, comprehension-reading materials from 3-levels of the Lado Series, and units of standard English two-way dialogues.

General increment occurred on all criterion measures after an average of 103 hours of instruction. Analysis of these increments for statistical significance by "t" test and "G" ratio Effectiveness Index revealed a lack of statistical significance for this first year of operation.

(3) A multiple choice test of knowledge of citizenship requirements was produced late by project staff and administered only as post-program measure, but with results close to 90% accuracy.

In summary, the outstanding contributions of the first year were in establishing and implementing a complete program of Adult Basic English instruction to 553 recent adult immigrants of Chinese origin, centered around an audio-active language laboratory facility, and in the designing of unique sets of Criterion Measures in English-as-a-Second Language applicable for Chinese-to-English participants never before attempted in such detail.

The second year's needs in the program as planned call for refurbishing and expanding services of the language laboratory component, looking toward a permanent (unshared) facility. Continued consultative guidance of the Office of Continuing Education's E. S. L. staff is essential in monitoring the components of the laboratory and for further refinement of criterion measures and other test materials. These evaluation materials need to be validated under more carefully controlled operating conditions. Movement in teaching should emphasize more individualized laboratory and other work and peer group practice. Emphasis on Adult Basic English ("survival English") instruction should be continued at the expense of the lesser funded Consumer Education component which is to be phased out. In administration, the Assistant Project Coordinator should be carried on the State Urban Education funding together with the teacher assigned as Project Coordinator.

The functions of the private community sponsoring organization—the Chinatown Foundation—should be defined in updated official documents; the limits of its role in advisement clearly specified—it does not have legal authority to hire and fire publicly funded professionals, to demand separate evaluations of them over that of the funded evaluation agency, nor to proscribe the evaluation, nor to demand periodic reports of attendance records of public officials.

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I OVERVIEW OF THE PROJECT

Origin of the Program

The Chinatown English Language Center opened its doors in an instructional program of basic survival English to the adult community of recent Hong Kong and adjacent Asiatic area immigrants in mid-September 1971.

The idea for the inception of a language center arose out of the informal teaching of English for recent Hong Kong immigrants that got under way late in 1970, and was expanded in the Spring of 1971 at the Community Center of the Consolidated Chinatown Benevolent Association (C.C.B.A.), 62 Mott Street, Chinatown. The limited funding came entirely from the Association, a private source to pay for text and workbook materials, and most of the teaching was voluntary. Funds ran out late in Spring 1971 so that printed materials could no longer be supplied in face of the rising demand for English language instruction by an ever increasing number of recent adult Chinese immigrants.

Role of Public Offices and Community Organizations in Project F # 17 - 04433

Through the work of its Commissioner and Chairman, Board of Directors, the New York Chinatown Foundation approached the central headquarters of the city school district about obtaining public funds.[1] A program proposal was drafted in April 1971 to set up a language laboratory and special basic English language classes in the facilities of the C. C. B. A. Budgeted as State Urban Education - Quality Incentive Program F # 17-04433, the emphasis was on setting up the language laboratory component with materials ordered through the Office of Continuing Education of the Board of Education. The program narrative was developed by the E. S. L. expert and Supervisor of Instruction of the Office of Continuing Education in cooperation with the Bureau of Educational Research.[2] Delays in delivery of equipment and materials until the end of the school year, and the absence of a coordinator

[1] Commissioner Irving S.K. Chin, Chmn., Bd. Dir., N.Y. Chinatown Foundation.
[2] Supervisor of Instruction Alice Perlman, Office of Continuing Education.

as well as employed teachers prevented the implementation of any instructional program in the Spring term, 1971. Accordingly, no evaluation for the year 1970-71 under Function # 17 - 04433 was conducted.

The rewritten program narrative under F # 17 - 05433 for this report in the school year 1971-72 was adapted from the earlier narrative by the Office of High School Programs. A professional program coordinator was appointed who took command over initially 6 bilingual teaching and 4 educational assistant positions. By the end of the first week in October, approximately 250 adult residents of the Chinatown community were actively enrolled, each in two 2-hour class sessions weekly along with some language laboratory instruction.

Need for Such a Center and Goal for the Project

Prior to 1965, Chinatown was able to absorb those few who did arrive. More recently with immigrants entering at the rate of about 5,000 a year, attendant economic, social, educational and cultural problems cannot be dealt with on an individual informal basis. The community has been unable to absorb within its confines this rapidly growing, transient, socially uprooted and non-acculturated populaion.

Need for the project has been further established through statistics published by the Chinatown Report of 1969 listing 25% of the then 50,000 Chinatown residents (now over 60,000) (= 12,500) as recent immigrants -- post 1965. Approximately 45% (5,625) of these immigrants cannot read English; 35% (4,375) cannot speak it despite schooling in the Far East. Immigration has continued at the rate of 5,000 annually exacerbating social, economic, physical, education and cultural problems with attendant high transiency, unemployment and overcrowding in the Chinatown community. Thus for these new residents, English is a second language, New York City an alien culture.

There is a need also to take into account the difficulties faced by the Chinese student in mastering the spoken and written English language. With a good foundation

in the sound system and structure of the language, the participant in the program will be prepared for further learning in speaking, listening to, reading and writing English. He can then continue his studies including possibilities outside of the community. The proposed program therefore can provide the basis for continuing study.

The immediate goal of the project from the proposal narrative is to develop familiarity with English communication skills through use of a special Adult Basic English program utilizing bi-lingual teachers, paraprofessionals, language laboratory techniques, and specially prepared materials. Longer-range goals include fuller participation in the New York community, a mitigation of alienation through attainment of English oral skills, minimum reading proficiency in English, qualification for citizenship, and securing of meaningful employment.

Description of the Project

Facility and Curriculum Schedule

Utilizing the formal classrooms of the Consolidated Chinatown Benevolent Association's Community Center at 62 Mott Street, approximately 15 to 20 students were to be assigned per class group. Several dozen classes meeting in 2-hour sessions were programed from the originally six (6) bilingual English-as-a-Second Language teachers budgeted for under the program proposal. Classes were to meet 3 hours daily x 5 days weekly x 4 weeks monthly x 3 months to total 180 hours each. With 200 students in a 180-hour cycle, three 3-month cycles were envisioned to make the Center available to 600 adults during the first school year.

Scheduling was to occur mornings 9 A. M. to 12:00 Noon and evenings 6 P. M. to 10 P. M. Monday through Friday inclusive, to accomodate an otherwise working adult population. Each class group was to utilize the separate language laboratory facility approximately ½ hour per week.

Language Laboratory

This shared facility within the Community Center was a large conference room without fixed furniture. Upon receiving the equipment and materials under project

F # 17 - 04433, it became the language laboratory. It was centered around a console system, consisting of a 4-channel wireless transmitter with antennal wire circling the laboratory room, and a number of receivers and headsets. Additionally, tape recorders, magnetic card readers, and various projectors equipped the laboratory. Additionally, special materials were to consist of a considerable part of the recorded material for the above-mentioned system, to be prepared by the teaching staff.

Staff Activities

Project Coordinator. A licensed teacher, China born U. S. citizen, bilingual with English-as-a-Second Language skills, was appointed under the State Urban Education funding to serve as administrator for the program's instructional component -- principally the Adult Basic English (survival English) -- on a 35 hours per week basis.

Teachers. Six bilingual part-time teaching positions were budgeted on an hourly basis to teach English as a Second Language and conduct language laboratory sessions totalling up to 20 hours per week per person = 120 funded weekly hours. With each class a 2-hour session, a teacher might cover 10 class periods x 15 students or 150 student-periods weekly.

Educational Assistants. Four paraprofessional positions open to community persons for Chinese speaking bilingual educational assistants have also been provided for under the State Urban Education grant. In working alongside teachers as needed at 20 hours each for a total of 80 weekly paraprofessional hours, these positions might cover large group reviews under teacher direction, small group or individual tutorial sessions, or language laboratory and clerical technical work. One of the four positions has been allocated as full-time (20 hours) in the language laboratory as a technician-specialist working with audial and other machine components of instruction.

No secretarial or clerical positions as such were provided for under the State Urban Education—Quality Incentive Program grant.

In-Service Training

In reference to up-grading effective work skills of the 10 part-time line positions just enumerated, the Project Coordinator was to conduct ongoing job training of teachers and paraprofessionals. The number of such sessions was not specified under the State Urban Education funding, as staff had to volunteer their unpaid time for attendance, and no monies were provided to run them. Any compensation for teacher-trainers and consultants was to be the responsibility of the private community agency--New York Chinatown Foundation.

Related Services--Coordinate Programs

The Adult Basic English language center project was to run concurrently with the Comprehensive Consumer Education and Home Economics Program (C. C. E.) operating with the assistance of Title III funding. All services were to operate in the same time period and be effective with the same student population indicated above in a coordinated instructional program. In practice, extra teaching positions were alloted under the Consumer Education funding, but the amount of time given to the Adult Basic English (survival English) component which is the subject of this report was literally halved as a shared instructional function.

Target Population and Criteria for Placement

Each participant placed in the program has undergone selection through a personal interview with the Project Coordinator or her designee, given in Chinese and focusing on how little English facility is present, how occupational and family obligations may fit into a schedule of language center study, and how their short period of time in the U. S. A. has affected the participant's community position. Essential parts of this information is being recorded for placement onto Student Profile Forms. Potential participants have already filed written application in Chinese on a sheet prior to interview or acceptance.

At the time of the personal interview or shortly thereafter and prior to assignment to a class group, the applicant has received a rapidly administered Placement Test developed by the Center staff. This rapid Placement Test battery determines his level of English listening ability, speaking, reading and writing

skills. This determines assignment to a most basic — Level I, an intermediate-basic -- Level II, or an intermediate-advanced — Level III class. In practice, most assignments were anticipated for Level I for newly admitted participants.

Participants were usually young adults above age 18 with no upper limit, who were working class or trades persons, and who also parents. Language-wise, the recent immigrant was typically at home in the Cantonese dialect -- characteristic of the world-wide overseas Chinese population.

Project Budget Under F # 17 - 05433 and Evaluation Reserve

Under S. E. D. Project # 14-70-34-1-48, the State Urban Education budget for the first year of the Center was $60,405. Of this amount, 54,188 or 89.7% has been alloted to salaries and fringe benefits. Approximately $6,000 has been alloted to each of the State Urban Education part-time teaching positions and $16,000 to the administrative post. Only $600. has been set aside to general supplies, but nothing additional has been provided for the language laboratory, or for maintenance of its equipment in working order, as originally set up under Project F # 17 - 04433.

The evaluation reserve at 05% has been refundable to the evaluation agency in the amount of $2,740. The project was assigned to the Bureau of Educational Research as evaluation agency which in turn assigned one person on a part-time basis to the design and evaluation of the project, drawing ancillary services from the secretarial pool as needed.

The community based organization -- Chinatown Foundation was to provide additional support not covered by the State Urban Education grant. Their monies have provided filing cabinets, shelving, very limited clerical aid, and more importantly a position of Assistant Project Coordinator at approximately $12,000. The Foundation has paid consultant fees for teacher training workshops held at the Center.

Through the Foundation's contacts with the Consolidated Chinatown Benevolent Association, the latter has allocated classroom space and a laboratory facility without charge on a shared basis. Overhead expenses for electricity, water and heating have not been reimbursed to C.C.B.A. at the Community Center by the Foundation.

II DESIGN OF THE STUDY

Objectives of the Project

Main purpose of the Adult Basic English program in its first year has been to provide recent Chinese immigrants who are linguistically handicapped here with basic reading, writing, speaking and listening skills in English to enable them to function effectively in the direction of removing handicaps to meaningful employment and to foster U. S. citizenship.

Planning in 1971 for the project was a joint effort. Informal instruction begun at the Consolidated Chinatown Benevolent Association's Community Center and interest shown by the Chancellor's Office at the Board of Education in seeking public funding grants to aid basic educational uplifting among the wave of recent arrivals from the Far East in greater Chinatown culminated in the joint effort of the Office of Continuing Education of the Board of Education, City of New York with the Chinatown Advisory Council which in turn had founded the New York Chinatown Foundation, the advisory community body to the proposed Chinatown English Language Center. The educational component planned to draw upon its experience in conducting ESL (English-as-a-Second Language).

Program Objectives

As stated in the project proposal plan of Spring 1971 to the State Education Department of the University of the State of New York, the eight (8) objectives of the program are:

1. At entry, a Diagnostic Profile of each student's listening, speaking, reading and writing needs will be prepared for his placement at the appropriate level of study.

2. At the end of three months, 80% of the students will be able to distinguish and write the 26 letters of the English alphabet.

3. At the end of three months, 50% of the students will recognize the import of at least 25 significant street signs and labels.

4. At the end of three months, 50% of the students will distinguish the 10 basic English phonemes and 3 basic English stress and intonation patterns. Ten percent (10%) will distinguish 18 phonemes as measured by a test under development by local and State Education Department personnel.

5. At the end of three months, 10% of the students will advance to the next higher level of learning English structure patterns, reading and writing as sequenced in the Lado English Series. An additional 30% will advance a half level in the series.

6. At the end of three months, 50% of the more "advanced" students will memorize at least 10 dialogues of four or more sentences and will use the desired sentence patterns in free conversation.

7. At the end of three months, 100% of the students will describe in their native language a minimum of 50% of the citizenship requirements as listed by the Immigration and Naturalization Service.

8. At the end of three months, as a result of in-service training, instructional staff will demonstrate their effective use of diagnostic profiles and other forms providing for the record of student progress in the four basic skill areas of listening, speaking, reading and writing.

Synopsis of Evaluation Procedures and Instruments

Consonant with the above statements as objectives of the program, the following summarizes the steps of evaluation taken in the first year of the Chinatown English Language Center, 1 9 7 1 - 1 9 7 2 .

Placement at Entry

A diagnostic Student Profile was to be made upon each enrollee at time of entry. Goal of this Profile was to determine into which of 4-levels for classroom instructional placement each applicant might go. The four component parts of this Profile as produced by Center staff for placement testing have been:

(1) English Listening, levels 1 - 4.

(2) English Speaking, levels 1 - 4.

(3) Native (Chinese) Reading - based on Satisfactory/Unsatisfactory rating, compared to English Reading by levels 1 - 4.

(4) Native (Chinese) Writing - based on Satisfactory/Unsatisfactory rating, compared to English Writing as Satisfactory/Unsatisfactory.

Turn to Appendix A -- Diagnostic Profile Card, to visualize how these placement entries would be made. According to the original design, space on the Profile Card has been provided to retest participants on the same four placement parameters at a mid-year point to determine the stability of the placement level for every person in classes at each level. Reprograming into appropriate classes for every level would then take place.

Other data encoded on the Student's Profile at entry include information relative to age, length of time in the U. S., length of time in prior English language study, date of entry into program, and attendance summary provision for later totalling the number of sessions attended x 2 = total hours in the program (See Appendix A).

Six Criterion Measures for Periodic Progress Listing

Detailed diagnostic instruments which were supposed to measure periodically the extent to which six objectives of the program (nos. 2 - thru - 7) were achieved . These were developed consultatively by the Center Coordinator and Assistant, with the consulting assistance of the Office of Continuing Education and the Bureau of Educational Research.

The criteria were to be applied 2x per year on a pre- post-test basis. The criteria were applicable to the four parameters of:

-- reading,
-- writing,
-- speaking, and
-- listening.

The six specific criterion measures keyed to the six performance objectives (program objectives nos. 2 - thru - 7, inclusive) in synoptic review were:

1. Letters written in the English alphabet.
2. Signs and labels recognized.
3. Phonemes and stress-intonation patterns as used in speech.

4. Fractional parts of 3-levels of advancement in the Lado Series for English reading, writing, and structural usage.
5. Standard dialogues in English speech heard and responded to.
6. Citizenship requirements spoken from memory when appropriately questioned.

(See also Appendix A, and Appendices B through F).

Evaluation Objectives

1. To prepare upon entry into the program, a diagnostic profile on each of the 600 adult student enrollees rapidly according to four parameters:

English listening skills
English speaking skills
English reading skills
English writing skills.

Method and Procedure

A Profile Sheet form will be prepared and duplicated by the teacher-coordinator. It will have spaces for listing the diagnostically determined scores obtained by each participant in the four parameters at entry and again at termination approximately three months later when each participant has averaged approximately 180 instructional hours. The four skill areas or components of the language will be represented by:

a. A listening ability score which relates the amount of content successfully received from selected spoken or recorded material presented.

b. An English speaking ability score from selected diagnostic speech content including appropriate phonemes and intonation materials.

c. An English reading ability score based on selected reading sections which may include but not be limited to, material from standardized reading tests or series appropriate to a population sample outside of the experiences of the Ino-European language and culture patterns.

d. An English writing ability score based upon selected material developed for basic expression in the Latin alphabet by a population hitherto limited to expression in Oriental calligraphy.

2. To rapidly determine the level of increment at the end of each 3-month cycle of approximately 180 instructional hours for each of the 200 adult enrollees in that cycle on the four English language parameters: English listening skills
English speaking skills
English reading skills
English writing skills,

and to list them as exit points on the Diagnostic Profile form for each enrollee.

Six (6) Components of Evaluation Objective # 2	Method & Procedure	Quality Indicator to Summarize Criterion Levels of Performance
To list the criterion level of performance deemed acceptable for each participant, and corresponding to the Program Objectives:	As a result of small group and Language Laboratory instruction, each student will be retested for increment listing on his Profile Sheet at the end of 180 instructional hours (approx. 3 months) in the four component areas of: listening skills, speaking skills, reading skills, writing skills in English, utilizing the selected sections of the same evaluation instruments used to set up the Diagnostic Profile upon entry described in Eval. Objective # 1. Final Report will include summary statement for these findings.	Statistical Procedures: -- Scores on each of the 6 specified performance skills listed will be combined and averaged for all 600 participants at end of the academic year.
		Means and standard deviations will be computed for levels of performance of the total adult student participant group on each of the 6 specified performance skills.
		Said means will be compared with the minimum performance levels promised in the Program Objectives as follows:
After completing approximately 180 instructional hours:	In addition, each student's level of performance, stated as a percent, for each of the 6 performance skills demanded at stated criterion levels as result of the program, will be indicated in a row of boxes across his Profile Sheet:	
a. Writing upon command the 26 letters of the English alphabet.	a. English alphabet written	a. 80% of program participants will write the 26 letters of the English alphabet.
b. Defining the import of 25 street signs and labels.	b. 25 street and public signs described.	b. 50% of participants will describe the purpose of 25 important and common street signs and labels
c. Recognizing by use in speech of up to 18 phonemes and 3 stress and intonation patterns.	c. 18 phonemes and 3 stress-intonation patterns used in speech as measured by a test developed by local and State Education Dep't. personnel.	c. 50% of participants will recognize by their use in speech of 10 basic phonemes and 3 basic stress-intonation patterns. 10 will use 18 English phonemes.

Six (6) Components of Evaluation Objective # 2 (Cont'd.)	Method & Procedure (Cont'd.)	Quality Indicator to Summarize Criterion Levels of Performance (Cont'd.)
d. Advancing fractional parts of a level in English reading, writing and structural usage in the Lado Series.	d. Fractional parts of a level advanced in the Lado Series for: English reading English writing English structural usage.	d. 10% of participants will advance by one whole (1.0) or more next higher level of learning English structure patterns, reading, and writing in the Lado English Series. An additional 30% will advance by at least one-half (0.5) level in the Lado Series.
e. Reciting from memory up to 10 standard dialogues of 4 or more sentences each.	e. 10 standard dialogues of 4+ sentences each spoken.	e. 50% of participants will demonstrate memory by their use in (free) conversation of 10 dialogues of 4 or more sentences each.
f. Stating up to 50% of U. S. citizenship requirements in English or in Chinese.	f. Citizenship requirements stated in either language, as listed by the U. S. Immigration and Naturalization Service.	f. 75% of participants will describe in English or in Chinese when asked, at least 50% of citizenship requirements listed by the Immigration and Naturalization Service.

EVALUATION OBJECTIVES (CONTINUED)

3. To describe the implementation of all program components, including:

Method & Procedure

a. Number and hours of instruction completed for each participant.

a. Teachers and Educational Assistants will maintain a time card for each participant indicating attendance per session and providing for cumulative hours of instruction completed.

b. Ancillary programs taken and/or completed by each participant.

b. Ancillary programs each participant is enrolled in will be listed prominently on his time card.

c. Work of the teacher coordinator ("Project Director") given full description.

d. Teacher functions described for the 6 teachers of English-as-a-Second Language in class group and Language Laboratory practice.

c, d, & e. A descriptive analysis based on interviews and observations of the roles of teacher-coordinator, 6 teachers and 4 Educational Assistants will discriminate among their various functions.

e. Bilingual Educational Assistants functions described for 4 E. A.'s from the Chinatown community.

f. Provision of on-job-training of teachers and E. A.'s by teacher-trainers and other outside consultants.

f. The in-service on-job-training program will be outlined from training documents, field observations and interviews.

g. Operation of the Language Laboratory facility and all equipment and materials used in the program.

h. Characterization of the learning facilities provided at the site of the Chinese Benevolent Society.

g & h. On-site visits will allow the operation of the Language Laboratory and the learning facilities to be elaborated.

Evaluation Objective # 3 (Concluded)

i. Interrelations of this program with the CCE (Comprehensive Consumer Education) and the HEP (Home Economics Program) under the VEA (Vocational Education Act) and an AEEP (Adult Basic Education Program) -- Title III, Vocational Education Act of 1965.	i & j. Interviews, visits to community agencies and examination of information and documents will allow characterization of interrelations with other programs and communication of information about this program to the Chinese community.
j. Communication of information about this program to the Chinese community.	
k. Extent to which the State Urban Education program grant for the Chinatown English Language Center has utilized the funds allocated in the implementation of the program.	k. A short budgetary analysis will allow a summary of actual per participant cost as compared to the $100 per participant cost allocated from the approved Program Plan.

* * *

III FINDINGS OF THE FIRST YEAR

Implementation of Program Objectives as Modified

Eleven (11) areas of program operation have been listed under Evaluation Objective #3 in the preceding Chapter II. Visits to the Center and interviews with the Project Coordinator and other staff have elicited the degree of implementation of all program components, taking into account modifications upon the Evaluation Design necessitated by various special conditions.

1. Number and hours of instruction completed for each participant, and Cost Effectiveness of the Project.

Five hundred and fifty-three (553) students were enrolled in the program during the school year 1971-72. This constituted 92.2% of the 600 students the $60,000. project was to provide for at approximately $100. each or a maximum instructional cost of 55¢ per student hour for a minimum program of 180 hours for each enrollee. However, only 183 of these enrollees or 33.1% of the 553 accounted for, sustained a full academic year of Adult Basic English and Consumer Education at the Center, such that they were enrolled in the Fall 1971 for pre-testing and were still enrolled in June 1972 for post-testing. This group averaged 51.4 Sessions of 2 hours each for an average study rate of 102.7 hours of instruction, summarized as follows:

Table 1

INSTRUCTIONAL INPUT AT CHINATOWN ENGLISH LANGUAGE CENTER

Number of Students (in full year)	183 ss
Average Student Hours/yr.	102.7 hrs.
Standard Deviation	± 12.8 hrs.
Class Group Range (19 continuous yr. classes)	48.0 - 120.3 hrs.

This time factor instructional input should be kept in mind when average gains in output from pre- to post-testing on Criterion Measures is examined in the Chapter Sections which follow.

Concerning the other groups where instruction was not completed or students dropped out, the following figures for instructional input apply:

Post-test only group (N = 120); Data from 113 ss; $\bar{X}$ = 39.0 hrs.

Pre -test only group (N = 116); Data from 111 ss; $\bar{X}$ = 56.9 hrs.

No test group (N = 134); Data from 107 ss; $\bar{X}$ = 25.3 hrs.

The evaluation design called for a minimum input of 180 instructional hours for each of 600 students in 3-month cycles of 200 students per cycle = 180,000 student hours. The actual input was 35,295 student hours or 32.7% of the planned service efficiency of the Center. This represents a cost increase factor over the originally planned $100. per student to $306. per student. Thus the project operated during its first year at approximately 1/3rd of its designed efficiency level insofar as the hourly or per student instructional cost exceeded that planned by a factor of nearly 3.1 x. (= $1.72 over the originally designed 55¢/hr.).

2. Ancillary programs taken.

Consumer Education under Title III funding vied for time, space and personnel with Adult Basic English by providing more than twice as many teachers as the latter, but no materials. Center personnel did not list the Consolidated Consumer Education (C. C. E.) component under function # 21-86724 as a separate course on Student Profile cards due to the fact that by February 1972, the instructional program was a completely integrated one with Adult Basic English (A. B. E.). A State Education Department high level conference that month had split time and personnel services down the middle for every 2-hour session for the two components--C. C. E. and A. B. E.

Two reasons given by Center staff for not listing Consumer Education separately and for emphasizing the Adult Basic English (survival English) component were:

(1) Most Chinese arrive in the U. S. A. with a moderate degree of sophistication concerning the domestic arts and frugality, and should not be conceived of as disadvantaged in this area.

(2) There was a lack of materials for teaching about Consumer Education in contrast to the relatively complete language laboratory and printed Lado Series

materials. The projected Home Economics laboratory or center facility did not materialize.

In practice, it was found that with the critical need in the area of survival English, teachers used Consumer Education teaching points mainly to emphasize and illustrate practice in basic English.

No other courses in vocational education were offered during the first year.

3. Work of the Project Director.

The Project Coordinator was a licensed teacher assigned to the Center 35 hours weekly who had been born in China, was fully bilingual in Cantonese and Mandarin forms, and had a grasp of English-as-a Second Language. She did not however, hold any certificate as a remedial reading specialist. Her selection was made by the Chinatown Foundation and approved by the appropriate offices at the Board of Education.

The Urban Education Grant Application or project proposal to the State Education Department defined the Coordinator's functions only in general terms. These included: diagnostic and record keeping functions; programing planning and class scheduling functions; supervision of language laboratory; and, administrative tasks. However, in actual practice during the 1971-72 school year, the Coordinator has also been in charge of in-service workshops for teacher training; has taken a leadership role in cooperatively designing criterion testing instruments cooperatively with the Office of Continuing Education; has represented the Center not only to the public funding sector and the New York Public School District, but also to Chinatown community organizations and media for publicity; and, has been involved in payroll, budget and hiring of staff for both the State Urban Education and the funded Title III programs while her salary came only from the former program.

An Assistant Project Coordinator--also a licensed bilingually proficient teacher born in China, funded by the Chinatown Foundation was appointed to the

staff in October 1971 in consideration of the joint work load under both the State Urban Education and Title III programs. Her functions included all those enumerated above for the Project Director in working directly with the latter.

4 & 5. English-as-a-Second Language Functions of Teachers and Educational Assistants -- and Teaching Methods Employed.

Teacher time under the State Urban Education program was to have been 10 hours weekly, Monday-through-Friday in 2-hour sessions. However, with the Center not operating Fridays, teachers carrying 2 classes (typically Monday & Wednesday, or Tuesday & Thursday combinations) worked 2 x .4 = 0.8 of a program. In this way, the Center was able to employ two additional part-time teachers on its State Urban Education budget. Approximately twelve teachers were employed under the Title III Comprehensive Consumer Education (C. C. E.) budget with many of them carrying only one class = 0.4 of a program. Only one teacher carried 3 classes meeting for 2 two-hour sessions for 1.2 of a personnel program. Altogether more than 20 teachers were employed part-time at the Center, and after February 1972, all taught under the same integrated Adult Basic Education—Comprehensive Consumer Education curriculum regardless of which program funded them. Figure 1 shows the division between the consumer education and survival English components on a 50:50 basis for 3 or 4 classes in the A. M. and 9 classes in the evenings, Mondays-through-Thursdays.

- - - - - - - - - - - - - -

Insert Figure # 1

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Three types of instruction took place at the Center:

(1) Large group or group-paced instruction in whole classes.

(2) Small group or recitation sessions for part of a class.

(3) Individualized instruction with laboratory materials.

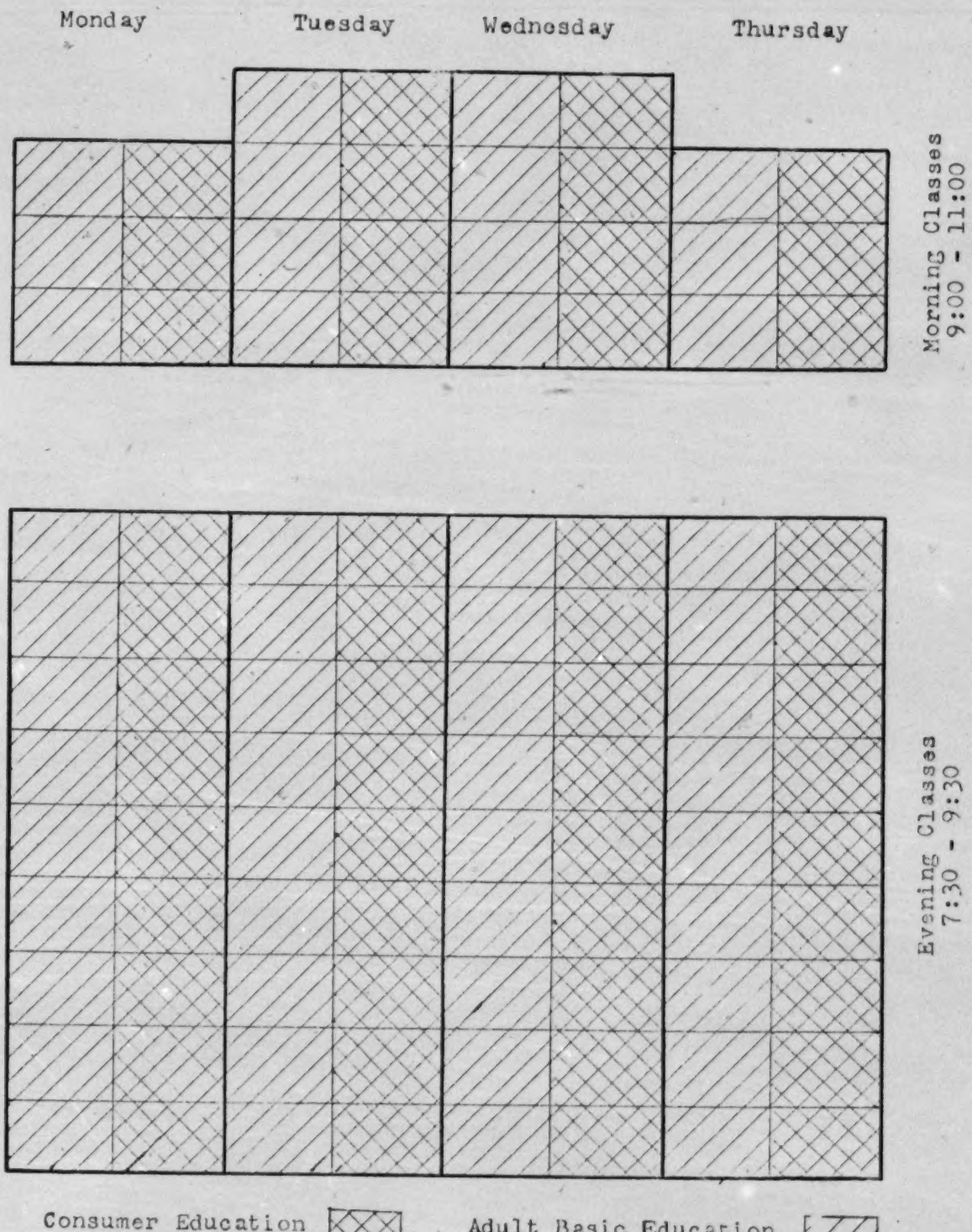
Teaching as large group-paced instruction was the focus of whole classes observed at the Center on several evening visits. This was the dominant form in which teacher-learner transactions took place.

Subgrouping for special practice was reported upon, but not observed. Subgrouping was employed less frequently, and often with the intervention of an Educational Assistant in addition to the regular class teacher. It will be recalled

Figure 1

REVISED FUNDING DIVISION -and- EFFECTIVE 50:50 CURRICULUM DIVISION
C. E. L. C. CHINATOWN ENGLISH LANGUAGE CENTER

February - June 1 9 7 2 October 1971 - June 1972



(Chapter I - Description of the Project - p. 4) that only four Educational Assistant positions were provided by the State Urban Education funding. This was augmented by two additional E. A. positions from the Title III component. With one E. A. assigned permanently to the language laboratory as technician, the paraprofessional : teacher ratio was less than 1 : 4 so that the help teachers could anticipate for class subgrouping from the E. A. source was intermittent.

Individualized instruction mediated by audial language machines took place in the language laboratory. This was observed repeatedly during visits to the Center. The student in language laboratory learning, interacted only with machine-paced media and materials. However, he always had an Educational Assistant--laboratory technician to call upon for any problem. The E. A.'s were Chinese-English bilingual workers who had similar facility with the adult student population as did the teachers.

Each teacher-led 2-hour class session was subdivided into about one-half dozen modules. A sample session appears below in Figure 2.

Figure 2

SAMPLE TIME SLOTS FOR 2-HOUR SESSION*

Time (minutes)	Instructional Mode
5	Phonic Drill
20	Lado Language Series -- u n i t (s)
30	Class Laboratory Practice -- subgroups, and Special Needs -- subgroups
10	Penmanship
20	English Dialogue (using Consumer Ed. topics)
20	Consumer Ed. -- teacher led whole group
15	Student Feedback
Total: 120 minutes	

* Adapted from Circular #6: Chinatown Engl. Lang. Ctr., by F. Loo & S. Song, Dir. & Ass't., 1971.

6. On - Job - Training

In-service training sessions were conducted by the Project Coordinator for teachers and paraprofessionals at an average rate on one-a-week for a total of thirty-eight (38) sessions. Sessions were usually held during the evening mealtime, 5 - 7 P. M. Several of these were observed by the Evaluation Agency. One session was observed for training students in Standard Dialogues in English. It included a film (12 min.) on: How to Conduct a Dialogue, from the New York State Education Department. The terminal behavior of that session was that participants could write down from memory steps for conducting an Opening Dialogue in English among their students. Another ESL training session for teachers and paraprofessionals detailed how to teach pronounciation among similar sounding phonemes (to Orientals) by means of contrasting word pairs and a schedule of repetition.

The Project Coordinator or Director conducted training sessions herself about one-third of the time using abundantly available training materials from the language laboratory and other sources. The remaining two-thirds of sessions were led by outside consultants from the State Education Department, from the Office of Continuing Education, from American Express Company's Language Institute--whose trainers also volunteered extra time helping individual teachers in classrooms, and other sources. Since consultants for on-job-training was not budgeted in the public funding sources, non-public trainers were paid per session out of private funds from Chinatown Foundation. A Pace College ESL weekend for the whole staff was the feature of the in-service program.

In summary, the in-service training function was one of the strongest ongoing features of the first year at Chinatown English Language Center, and helped shape teachers' behavior to maximize their effectiveness with the adult participants.

7. Operation of Language Laboratory Facility.

The Norelco 4-Channel Wireless Transmitter through its room circling antennal wire had the capacity to activate up to 30 individual Norelco Wireless A A Receivers and their associated 30 L. C. H. 0006 A Headsets. The main problems to full implementa-

tion of this system were:

(1) Necessity to lock up all equipment in special cabinets each day, to guard against loss in this multiply shared facility used largely as a community conference room.

(2) Requirement for a skilled person serving as laboratory technician at all times the Center operated.

(3) Scheduling to bring large student groups or whole classes to the laboratory for half-hour session — thus allowing the laboratory to handle up to 3 class groups per 2-hour session.

(4) Teacher-time and persons with good speaking voice and recording techniques to encode Lado drill materials and teacher-made exercises for dialogue and phonics practice onto blank tape for transmission.

In addition to the transmitter-receiver system for larger groups, there were individual rear screen film strip projectors, word and line counters, individual language laboratory tape recorders, magnetic card readers, Instamatic cameras, and various software programs -- e.g., Califone Perceptaphonics Program, Califone Perceptamatics Program, Transitional Phonics Program, English Communication Skills Program, E. M. C. Reading Development Series, Bell & Howell Pre-Recorded Card Sets for Vocabulary Building, Word-Pictures, Language Stimulation & English Development Programs, and others.

These materials serviced individual and small group study sessions. The overall observation made of this crucial facility was its gross underutilization for its primary purpose. This was understandable in terms of the four problems detailed above (one this page). Where additional individual study time was needed, the student had to volunteer his own time outside the 2-hour class session. After 9:30 P.M., he was limited by the necessity of the Center having to close after 10:00 P.M.; before 7:00 P.M., he might be limited by having to separate from his family during mealtime. Necessary use of part of the laboratory facility as the office for the Project Director and her staff with desk space, filing cabinets and telephone, and its use for conferences, created an atmosphere aversive to

maximize study efficiency, mitigated somewhat only when the subject was wearing earphones. Additionally, adult Chinese have been characterized as not particularly attuned to technology, and unlike their U. S. born young, are often loathe to study from machines via headphones, no matter how effective the software programming.

8. Characterization of the Learning Facilities.

The Consolidated Chinatown Benevolent Society Community Center is outfitted with modern formal classrooms with chalk board which can accomodate up to 50 persons each. Portable school type furniture is present for Chinese school for children during the daytime. As shown in Figure #1, as many as 9 classes were in concurrent session for which facilities are more than adequate. The main difficulty lies with having the Language Laboratory in a Conference Room as a shared facility, and having also to use it as an office. Educational Assistants were frequently observed and reported to carry recorders, projectors and other equipment from the laboratory facility directly into the classrooms to schedule films, filmstrips, tapes and other audio-lingual components as part of a session. (See Figure 2 for characterization of a typical class session).

The theory of instruction that characterized the Center was the Audio-Lingual Method (A. L. M.) as approach to E. S. L., considered very effective for low SES and foreign born populations, as opposed to the Situational Reinforcement Method as used by Berlitz, American Express and other crash program centers for experienced English speakers going abroad for summer travel. Structural Linguistics were incorporated as needed into the A. L. M. system at the Chinatown English Language Center.

9. Interrelations with Other Programs.

The shared instructional time with the Title III funded Comprehensive Consumer Education component under function # 21 - 86724 has been adequately described under Ancillary Programs Taken (p. 16). Although Consumer Education contributed only approximately $40,000. as compared to $60,000. under the State Urban Education grant, it contributed approximately twice as many teachers. The resulting instructional time and personnel services were to be shared equally. In practice, this

could not be monitored, and it must be recognized that Adult Basic English contributed the language laboratory and all teaching materials. In terms of student needs, survival English was observed to be the project focus, so that Consumer Education components were analyzed phonically and incorporated into Adult Basic English wherever feasible.

10. Dissemination of Information to the Greater Chinatown Community. The project called for recruitment to take place through circularizing persons in a publicity drive involving community organizations. This was accomplished by early fall, 1971, and the Center staff reported receiving preliminary application forms from over 1,000 persons. (See Appendices G and H).

During its first year, information about C. E. L. C. was written up in Chinese in community newspapers. An Open House was conducted 7th December 1971, including speeches by the Borough President and the Mayor of New York City.[1] An end-year 'Programme' was held on 21st June 1972. These two major events were observed directly under representation of the Evaluation Agency.

In view of the above, it may be said that the information dissemination function of the C. E. L. C. was fully adequate for the first year of its operation.

11. Budgetary Analysis.

Examination of records revealed that all positions reimbursable under the State Urban Education function # 17 - 05433, were kept filled throughout the 1971-72 school year. Since there were no significant amounts of materials to order, it can be presumptively stated that the bulk of the $60,405. funding allocation was utilized efficiently. Final audit figures from the Office of Reimbursable Programs is not made available until one year following the end of a funding period, it was reported by the H. S. Programs Office.

Other funding sources -- Title III materials for Consumer Education which were not received during the school year and support received from New York Chinatown Foundation -- were not subject to audit by the Bureau of Educational Research.

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[1] Percy E. Sutton, Borough of Manhattan; and, John V. Lindsay, The Honorable:

Placement Testing and Student Profiles

Two hundred and eighty-five (285) adults were placed into twenty-five (25) classes following a rapid Placement Level Testing procedure. Table 2 shows how students placed out in the four testing components, and that only 1 out of 25 classes could be set up as Level II. Well over 90% of students were at a Level I or basic beginners level of skill upon entry into the program in September 1971.

Table 2

SUMMARY OF INITIAL PLACEMENT
CHINATOWN ENGLISH LANGUAGE CENTER

Fall 1971

N = 285

PLACEMENT LEVELS:	English Listening & Speaking Skills	English Reading Skills	Chinese Reading	Writing Chinese Name	Writing English Name
I	268	261			
II	17	24			
III	0	0			
IIII	0	0			
Satisfactory			248	257	280
Unsatisfactory			37	28	05

Level I placements over that of Level II in English Listening and Speaking skills were at a ratio of 16 : 1 ; and in English Reading skills were at a ratio of 9 : 1. More advanced progress levels III and IV remained empty of placements. At the same time, enrollees scored mostly "satisfactory" in a rapid measure of their native skills in Chinese reading and in writing of their names in Chinese,

both in a ratio of 7 : 1 . The ratio for writing one's name in English satisfactorily was 56 : 1 . Completeness of testing was 92% inasfar as 285 out of 310 enrollees were placement tested.

All placement scores were duly inscribed onto the upper portion of each individual's Diagnostic Profile Card (Refer to Appendix G).

Criterion Testing as Pre- and Post- Measures

The six formal Criterion Measures -- sets of evaluations were first performed in December, 1971 and in January, 1972 and remeasured again in June, 1972 to effect the pre- post-measure design required to evaluate growth in the goal of acquiring a minimal level of Adult Basic English. Delay in obtaining the first measure was occasioned by the problems in developing, trying out, revising and duplicating the criterion measures this first year. Because of this, the measured instructional time interval for learning gained was limited to 5 months, and thus less than 100 cumulative instructional hours average.

Details of pre-testing based on 285 cases have been presented in tabular form in the Interim Evaluation Report, p. 14. Below in Table 3, is the comparison of those 183 participants who remained continuously in the program to produce pre-to-post-measure gains. This table represents a modification from the Mailed Interim Information Forms (M I I F) - Item 46 (1972) submitted to the State Education Department.

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Insert Table 3
(See Page 28)

- -

The first criterion measure in Table 3, A - Writing the English Alphabet, ranked so high at entry that there was little room for gain score from pre- to post-measure in terms of ceiling effects. (See Appendix A for the display of the criterion test for this first measure). With thousands of characters in

Table 3

SIX CRITERION MEASURES — PRE- TO POST- TESTING — CHINATOWN ENGLISH LANGUAGE CENTER

January - June 1 9 7 2

19 Classes. N = 183 Matched Samples: Pre- to Post-test.
Figures are Means, expressed as Average Percents.

	A	B	C_1	C_2	C_3	D			E	F
	English Alphabet	Signs & Labels	Phonemes Group I	Phonemes Group II	Stress-Intonations	Lado Partial I	Series Levels II	Series Levels III	Standard Dialogues	Citizen. Requirm'ts (Written)
Post-Measure Means (%) (19 Classes)	99.1	85.9	66.0	70.2	56.3	77.2	53.5	34.8	77.3	90.4
Pre- Measure Means (%) (19 Classes)	98.1	62.0	71.7	53.8	48.0	62.4	42.0	36.9	60.4	Not Taken
Gain (%)	1.0	23.9	(-5.7)	16.4	8.3	14.8	11.5	(-2.1)	16.9	——
Criterion Met (+) Not Met(-)	+	+	+	+	+	+	+	-	+	+
"t" Test (Computed)	.317	.575	.313	.813	.290	.502	.339	.055	.462	——
Significant (+) or No Sig. Diff. $p \geq .05$	NSD	NSD	NSD	NSD	NSD	NSD	NSD	NSD	NSD	----

the Chinese language, the 26 letter English alphabet presumably presented less challenge. Thus the achievement of the criterion by over the 80% required of program participants conveys limited instructional meaning to this measure of their total grasp of Basic English.

The second criterion measure in Table 3, B - Defining the Import of 25 Critical Street Signs and Labels (See Appendix B), also exceeded the 50% criterion level at pre-testing, although the percent of gain was by far the largest of any of the six criterion measures.

A battery of Listening Skills Tests for structural English appears in Appendix C_1, C_2 and C_3. It features two groups of phonemes -- 10 basic phonemes and 8 additional more advanced phonemes, and stress-intonation sounds of Basic English. For standardization of testing purposes, the sounds for these test items have been placed on cassette tapes. The tapescripts also appear in the appendix. Although the percentage of participants scoring correctly was modest, it still exceeded the criterion at entry for phonemes. Group I Phonemes showed a small loss from pre-to-post-test. The low "t" value score associated with this test is based on a very large standard deviation so that the lower post-test score may be inferred to be the result of random chance. The large gain for Group II Phonemes on post-testing suggests a more sensitive discriminator. It also had a much higher "t" test value, although still not significant. The Stress-Intonations Test at entry was slightly below, and at post-testing slightly above the 50% criterion level. Again the "t" test value computed was exceeedingly small so that the slight gains experienced might have been due to random chance.

Appendix D features the 3 tests based on the Lado Series for word attack skills in English grammar. While notations were not made showing which students had advanced to the next higher level in the Lado Series, comparative rates showing gains exceeding 10% for levels I and II were obtained. The sensitivity of the three Lado tests showed a completely consistent discrete gradient of test response, highest for the most elementary Lado I level; lowest for the most advanced Lado III

level, with no overlap between test score means of the three different levels.

Standard Dialogues (see Appendix E) based on selected passages from Lado I - First Series, was the most difficult and time consuming test to administer; it was given individually and orally. It involved the greatest possible degree of interpretation among spoken student responses from individuals tested. The pre-tested level of response at 60.4% average correctness again exceeded the 50% criterion level of performance required at post-testing. The post-test performance mean of 77.3% represents the second largest average percent of gain among the criterion measures shown in Table 3.

The written test of Citizenship Requirements (bilingually produced in Chinese and in English)(see Appendix F) was finalized by the Center staff in Spring, 1972, so that no pre-test was given. Original plans for an oral examination were modified for the more rapidly administered and scored written instrument in use. The 90.4% correctness of response at June test time (post-test time), greatly exceeds the 50% criterion level knowledge of citizenship requirements expected as a result of instruction. Without pre-testing however, it is not possible to report comparative evidence that learning occurred; it can only be presumed.

An overall view of the six criterion measures shown in Table 3 reflects modest amounts of test score gain from pre-to-post-testing over a 6-month period, and with less than 100 hours of average cumulative instructional time. It also reveals that although criterion levels of performance were attained or were present at first testing, statistical significance of the gains was not obtained, either due to small gains in some cases, or large ranges and standard deviations within the group (not reflected in the single mean scores), or a combination of the two.

Newer Analysis of Data

An alternate significance test (not based on normative statistics) has been performed on five (5) of the Criterion Measures, as shown below in Table 4. This work is based on the findings of Hovland and his co-workers with the film: "Battle of Britain" in 1949, and referred to as an "Effectiveness Index" or "G" Ratio, which partially corrects for "ceiling effects" when using gain score percents in a test-retest situation.[1]

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Insert Table 4
(See Page 32)

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With Effectiveness Index ("G" Ratios) of .50 or greater selected as criterion for level of significance, Table 4 shows that only 2 of the 5 criterion tests ranked for significance in the average gain score obtained. Thus the overall picture of statistical analysis obtained for the "Effectiveness Index" tended to confirm that obtained from "t" tests of significance performed earlier.

Biographical Data About the Target Population

Table 5 below presents basic bio-data about the 183 adult participants who remained with the program for the 9 months of the 1971-72 academic year.

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Insert Table 5
(See Page 33)

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Table 5 shows that the average number of session hours at 2 hours per session for the 183 participants was 102.4 hours = 51+ sessions or approximately 56.9% of

[1] Hovland, Carl I., Arthur A. Lumsdaine and Fred D. Sheffield. Appendix A: "The Baseline for Measurement of Percentage Change," in Experiments on Mass Communication, Vol. III (Princeton, N. J.: Princeton University Press, 1949), pp. 284-292.

Table 4

FIVE CRITERION MEASURES — PRE- TO POST- TESTING — CHINATOWN ENGLISH LANGUAGE CENTER

January - June 1 9 7 2

N = 183 Matched Samples: Pre- to Post-test in 19 Classes

	A	B	C_1	C_2	C_3	D			E
	English Alphabet	Signs & Labels	Phonemes Group I	Phonemes Group II	Stress-Intonations	Lado Partial I	Series Levels II	III	Standard Dialogues
Post-Measure Means (%) (19 Classes)	99.1	85.9	66.0	70.2	56.3	77.2	53.5	34.8	77.3
Pre-Measure Means (%) (19 Classes)	98.1	62.0	71.7	53.8	48.0	62.4	42.0	36.9	60.4
Actual Gain (%)	1.0	23.9	(-5.7)	16.4	8.3	14.8	11.5	(-2.1)	16.9
Maximum Possible Gain (%)	1.9	38.0	28.3	46.2	52.0	37.6	58.0	63.1	39.6
Effectiveness Index-"G" Ratio (.decimal)	.53	.63	(-.20)	.35	.16	.39	.20	(-.03)	.43
Significant (*) or No Sig. Diff. (N S D)	*	*	NSD	NSD	NSD	NSD	NSD	NSD	NSD

Formula: $"G" = \frac{\text{actual gain (\%)}}{\text{possible gain (\%)}} = \frac{\text{post-test (\%) - pre-test (\%)}}{(100\% - \text{pre-test\%})}$

Table 5

BIOGRAPHICAL DATA ON TARGET POPULATION
CHINATOWN ENGLISH LANGUAGE CENTER 1971-72

	Age to June '72	Date of Entry C.E.L.C.	Number of Session Hrs.	Years in U. S. A.	Years Studied English	Principal Chinese Dialect
AVERAGE	36.3		102.4	6.0	1.7	
RANGE	15 - 62		20 - 156	0.2 - 50.	0.2 - 10.4	
MEDIAN	36		106	4.0		
MODE	37		120			
TALLY		134 - 9/71				152 - Cantonese
		15 - 10/71				13 - Mandarin
		12 - 11/71				9 - Toisanese
		22 - Missing				1 - Burmese
						0 - Shanghainese
		183 = N				8 - Missing
						183 = N

the 180 hours expected for each participant in the State Urban Education Evaluation Design of spring, 1971. Average age of participants was 36.3 years. Although the range was from 15 to 62 years, the modal age was 37 years. The typical date of entry into the Chinatown English Language Center's program for this group of 183 adults who remained throughout the year through June post-testing was September of 1971 for 73.2% or nearly three-fourths of participants.

Referring to the backgrounds of the participants, the average time of residence in the U. S. A. was 6.0 years with median at 4.0 years. Participants reported having studied English an average of 1.7 years, whether in China or the U. S. not distinguished. The principal native speech group was Cantonese, the traditional world-wide dialect of overseas Chinese for 83.1% of participants, followed by Mandarin - 7.1%, then Toisanese - 4.9%. Occupations of working participants was not specified on the Diagnostic Profile Cards--a grievous oversight. Interview with the Project Director or Coordinator, however, identified four principal occupations of enrollees as: factory workers, seamstresses, restaurant workers and housewives.

Table 6 below presents a rapid summary of biographical data from 370 adult enrollees whose program of criterion testing, either pre- or post-testing or both was too incomplete to yield valuable comparison data.

- - - - - - - - - - - - - - - - - - -

Insert Table 6
(See Page 35)

- - - - - - - - - - - - - - - - - - -

Table 6 shows that in age, length of time in the U. S. A., and principal Chinese language group spoken, the 370 who were not completely tested ranked similarly with the 183 shown in the complete study of Tables 2, 3 and 4. However, one aspect interfering with pre-testing in the fall of 1971 was entry into the Center at the end of the year 1971 or in the spring of 1972. Of equal importance as an interfering variable was the paucity of time spent at the Center. Their absence

Table 6

Biographical Data on Adults Incomplete for Criterion Testing
Chinatown English Langauge Center 1971 - 72

N = 370

	Age to June 1972	Date of Entry C.E.L.C.	No. of Session Hours	Years in U. S. A.	Years Studied English	Principal Chinese Dialect
Average Post-Test Only Group N = 120	33.9	Mar/72	39.4	6.0	1.3	TALLY:
Missing	113.	22	8	113	116	109 - Cantonese
Average Pre-Test Only Group N = 116	37.7	Oct/71	56.9	5.2	1.3	16 - Mandarin
Missing	19	20	5	25	31	13 - Toisanese
Average No Test Group N = 134	39.1	Jan/72	24.5	5.8	1.1	1 - Shanghainese 3 - Other
Missing	96	14	25	105	107	228 - MISSING 370 = N

rate was exceedingly high, and some of these participants could have been classified as dropouts had attendance been compulsory. In general, these spent less than half as much time as the completely followed group; some of them a quarter as much time.

IV RECOMMENDATIONS, SUMMARY AND CONCLUSIONS

R E C O M M E N D A T I O N S

Recommendations emerging from the first year of operation of the Chinatown English Language Center are presented along seven (7) project parameters. These are:

Administrators and the community organization's role
Scheduling and allocation of teachers' time
Curriculum and the language laboratory facility
Target population
Individualization of instruction
Testing program
B u d g e t .

Recommendations on Administrators and the Community Organization's Role

1. There is need to define roles and limits of functions of State Urban Education funded personnel coordinating the project. Concomitantly, there is need to define the limits of authority of the private community organization in its advisory rather than supervisory role.

In general, the Project Coordinator should function as administrator for the instructional component with the teaching staff, adult student enrollees, and the language laboratory facility. In contrast, financial details involving private funding sources, reports to the Board of Directors of the Chinatown Foundation, public information to the larger Chinatown community, and public relations, more properly belong to a privately funded position of "Executive Director" (essentially an administrative assistant) to the Board of Directors, Chinatown Foundation who should not involve themselves in the professional and technical educational E. S. L. operation of the Center in any direct way.

2. There is need to appoint a Project Coordinator and Assistant Coordinator who will give the project stability through a minimum projected 2-years of leadership in developing a model Adult Basic English program. Final evaluation of the work of such administrators in their directorship or coordination should be prepared so that it is set forth in advance on a 2-year expectancy level. Removal or dismissal before the expiration of this period would be deferred and based only on

the most glaring corroborated unprofessional conduct and gross verifiable mismanagement of enrollees, teaching personnel and funds.

3. Insofar as the Center continues to serve over 500 adult enrollees throughout the school year with extensive operating hours both mornings and evenings, there should be an Assistant Project Coordinator or "Assistant Director" serving immediately under the professional Project Director, and whose functions are parallel to those of the Director (Coordinator). The position should be funded under the same source as the directorship -- the State Urban Education-Quality Incentive Program grant bearing the Function Number for the school year 1972-73 -- F # 17 - 364 33.

Recommendations on Scheduling and Allocation of Teachers' Time

1. The 3 hr./day x 5 days = 15 hr. week scheduling for adults in the design should be changed on the basis of the actual practical operating conditions of the first year to the more realistic 2 hr./day x 2 days = 4 hr. week scheduling per each adult for this voluntary attendance program of mostly working adults with families or as parents at home with young children.
Correspondingly, the 3-month cycle per adult in the original design to complete each 180 study hours at the Center should be attenuated so that each adult is enrolled in the Basic English program for the entire school year, attending over 100 cumulative instructional hours, thus providing advantages of exposure to the language laboratory and instructional facility and ongoing contact with the source of acculturation to English over the yearly period.

2. Allocation of teacher time should be carefully planned before the organization of class groups to structure the time distribution between group instruction and individualized instruction including small group and language laboratory instruction.

3. Reconsideration should be made of possible operation of the Center on Fridays and possibly also Saturdays--at least Friday A.M. to restore the 5-day week concept originally envisaged for the Center, if part-time staff can be re-

cruited for these times. Current operation of a part-time facility on only four days/evenings per week represents underutilization of the service it should provide to the community.

4. Teacher time should be provided for and paid for on an hourly basis rather than on a fixed number of persons basis so as to allow operation of one dozen or more classes in session simultaneously during peak evening hours of attendance without dependence on splitting time and acquiring services of teaching staff from the Comprehensive Consumer Education or other outside funded source. Thus for example, 12 teachers working 12 hours per week each would be equivalent fiscally to 6 teachers working 24 hours per week.

5. A vigorous in-service program for teachers and paraprofessionals instituted at the start of the first year (September 1971) should be continued. It should continue to involve a regular schedule of training on how to use Lado and other E. S. L. materials, and on specific techniques for working with foreign born from the Far East.

Provision of times and funds for teacher-trainers and consultants should be made a part of the State Urban Education grant for a vigorous on-going in-service program.

Recommendations on Curriculum and the Language Laboratory Facility

1. Curriculum materials for Adult Basic English based on the experience in use of Lado and other materials of the first year should be catalogued and listed as in a syllabus outline to not lose valuable experience in developing workable instructional sequences needed for continuity of validated instruction in the face of continued high staff turnover.

2. A pro-rating of teaching time given to curriculum areas should be based on the much larger funding level of the Adult Basic English component than for the Comprehensive Consumer Education (C. C. E.) component. This should replace the 50:50 level of time demanded and won for C. C. E. : A. B. E. for the first year of operation. This should also take into account the possibly higher level

of awareness among low SES recent Chinese immigrant families as to certain aspects of homemaking and consumer practice than for other groups of recent arrivals to the metropolitan area.

The spending of some time on consumer education should also rest on the presence of instructional materials in that area. Spending an inordinate amount of time on an area of the instructional program lacking materials places the A. B. E. program at a disadvantage for time utilization when its materials have been on hand, but are not receiving full time for their utilization.

3. Following through from the last paragraph, the project should continue to focus more heavily on the A. B. E. (Adult Basic English) component, and deemphasize the C. C. E. (Comprehensive Consumer Education) component which was not the primary reason for formation of the Chinatown English Language Center — looking forward to the phasing out of Title III funds that potentially conflict with the main thrust of the primary A. B. E. component.

4. The Language Laboratory should be promoted from a part-time shared facility to one that operates only as a learning center for the Adult Basic English program. In this way, fixed equipment can be taken out of lockers and installed for long-term use in fully available positions, wet learning carrels can be permanently established, and tables won't have to be pushed about to accomodate community meetings, and office uses. More students then could be flexibly accomodated at more times both during and around class schedules.

Recommendations on the Target Population

1. The project should continue to seek adults who are recent immigrants through Chinese language press and other Chinese oriented media in the metropolitan area.

2. The project should limit enrollment and attendance to "recently arrived" adults over high school age.

3. The project should continue to register as many applicants during the summer

in advance of classes starting in September as possible, but continue to accept replacements into classes year round on basis of rapid Placement Testing to begin the participants in the classes appropriate in each case to his level in Basic English.

4. The project should continue to use the student's Diagnostic Profile Card, but revise it every year to include changes in biographical data required, and to include changes made in criterion testing required.

5. The project should base record keeping to whatever extent possible on individual record card system for flexible interclass transfers rather than on fixed class listings or book entries. These latter are difficult to follow through in a voluntary attendance program, featuring a high turnover type of target population where fixed records are in effect never up to date.

6. Greater effort should be expended to try and increase the proportion of the study population who complete both pre- and post-testing on the six criterion measures. The first year's mark of one-third of the enrollee population having been completely tested appears to be lower than desirable, although it must be borne in mind that many enrollees in this voluntary program have not remained in consistent study.

Reasons for leaving the program when it occurs should be listed on the every student Diagnostic Profile Card. Where a one-third population sample carry through may seem satisfactory for a first year's output, it may not be seen as adequate from a financial point of view where a tripling of per student costs in instruction for those remaining with the program occurred. Cost effectiveness is a crucial factor for refunding of programs, and efforts to maximize this should be related to planning and execution in order to maintain program viability.

Recommendations on Individualization of Instruction

1. The method of rapid Placement Testing should be continued for all enrollees upon arrival at the Center. The testing instruments should be refined further wherever possible.to improve accuracy of placement of individual enrollees immediately

into Level I and Level II classes.

2. The Center should eschew accepting and placing adults more advanced in English communication skills, as it is not supposed to substitute for regular high school or college level instruction in E. S. L. Rather, the Center should continue with its limited resources, shared facilities and time of operation to focus on only the hard core basic English instruction for which it was designed and funded.

3. Increase the number of paraprofessional positions to approach a 1 : 1 ratio with the teaching staff, instead of the present 3 : 2 (6 teachers : 4 paraprofessionals) ratio. In this way, with one teacher and one paraprofessional in each class, sub-grouping may be planned for and carried out to give individual students a better opportunity to practice at his level of competence. There should also be more chance per person to interact than in large teacher-dominated class groups that advance at only an average pace.

4. The use of audiovisual materials, taped language materials and workbooks should be encouraged among both teachers and paraprofessionals. These materials should be conveyed from the language laboratory into classrooms on an hour-to-hour basis to stimulate wherever possible more individualized student instruction with well constructed media and materials. This is especially important where the language laboratory continues to function as a shared facility with limited per student capacity at any given time.

Recommendations on the Testing Program

1. Revision and exact specification of Placement Testing procedures in its four component parts should become Appendix A and be included in the second year's annual evaluation report.

2. Evaluation criterion instruments should be continually refined in order to develop better tools that tell teachers where each participant is at in his skills development at two points in the school year--once in January for a mid-year reading, and finally again in June for an end-year reading. Specifically:

2. Specifically:

a. Revise or eliminate the English alphabet criterion test which pre-tested at 98.1%.

b. Investigate other newer E. S. L. test materials for their possible substitution for or inclusion among the criterion measures, such as the American Language Institute tests presented by means of standard sounded language laboratory tapes to whole class groups, simultaneously.

c. Redefine the quality indicators so that the percentage of students achieving a criterion level will be clearly indicated.

d. Calibrate the criterion percentages for each of the six criterion tests so they are related to the experience of this first year's achievement results.

e. Revise and expand the Citizenship Requirement test, administering it as both pre- and post-test for the second year of operation of the Center.

Recommendations on Budget

1. From the $60,000. budget designed for an expenditure of $100. per student for the instructional program for each of 600 participants, a second year's budget of $100,000. is recommended in order to allow for a 12% cost-of-living increase, to allow for more than 750 participants to study at the Center, to allow for the hiring of more part-time teachers and paraprofessionals, to allow for the funding of the position of Assistant Project Director, to allow for the refurbishing of the laboratory, its equipment, study materials, and maintenance and repair in support of the instructional program.

Any move to other quarters than the donated space in the C. C. B. A. Community Center would entail a separate rental item, not in the current budget, and lying outside of the $100,000. proposal presented.

2. From the experience of the separate funding of instructional personnel in 1971-72 under F. # 17 - 054 33 and that for the materials and equipment of the language laboratory in 1970-71 under F. # 17 - 044 33, it is recommended that each year's funding integrate personnel needs with materials and equipment needs, and supporting services so as to render the program complete in all its provisions within each funded year.

S U M M A R Y

Purpose

The main purpose of this State Urban Education funded, community based project is to provide recent Chinese adult immigrants settling in New York City with basic English speaking and listening; reading and writing skills, which are necessary to their functioning effectively in U. S. society, including the removal of handicaps to useful employment, and to foster U. S. citizenship.

Need and Origins

Inability of Chinatown community to absorb immigrants arriving at the rate of 5,000/yr. reached 25% of the resident population (12,500), as recent immigrants by 1969 with attendant socio-economic and cultural problems. For them, 45% cannot read English which is a second language.

An informal teaching of English program in late 1970 received public funding under State Urban Education, this first full project year of operation (1971-72) in amount of $60,000. after the community organization -- the New York Chinatown Foundation approached the Board of Education, City of New York, and a full proposal and design were approved by the New York State Education Department. An earlier funding had equipped the language laboratory facility, and the total facility together with classrooms donated by the Consolidated Chinatown Benevolent Association (C. C. B. A.) in its Community Center building opened its doors in September, 1971.

Program Operation in its First Year

Six bilingual part-time teachers and four paraprofessionals were to serve 600 adults 3 hours daily x 5 days/week in 3-month cycles of 200 persons each exposed to an 180 hour instructional program. In actual practice, 553 adults attended 2 hours daily x 2 days/week in an attenuated 10-month school year instructional program, slightly in excess of 103 cumulative hours average with only one-third of them (183) going the full year. Thus, the cost-effectiveness index rose per

enrollee from a projected $100. per person per instructional year to $306.

Twenty-five (25) morning and evening classes functioned four days and evenings per week in mostly group and some individualized instruction with from ½ to 1 hour of the 4 hours spent in the language laboratory. The language laboratory, based on an audio-active 4-channel wireless transmitter with remote receivers was unfortunately a shared facility as a conference center with the C. C. B. A. Equipment had to be hooked up and rolled away daily.

The curriculum for the Adult Basic English (A. B. E.) component of the Center was based on the Lado Series with supplemental materials, workbooks, projectors and tape recorders. Participants were appropriately matched to the earlier books of the Lado Series -- referred to as Levels I and II.

A second curriculum component -- the Comprehensive Consumer Education program (C. C. E.) was funded under Title III, thus bringing the total project funding up toward the $100,000. mark. This component provided approximately 15 additional part-time bilingual teachers to the Center, but consumer education materials were lacking. Nonetheless, the division of time between A. B. E. and C. C. E. instruction was finally adjusted as 50 : 50 with all teachers regardless of which component funded them, dividing their instructional time equally. Unofficially, the approach to teaching about Consumer Education utilized the functions of the Adult Basic English approach.

D e s i g n

The overall problem for which purpose this project was undertaken may be stated as follows:

> CAN AN A.B.E. PROGRAM SIGNIFICANTLY IMPROVE THE ENGLISH SPEAKING AND LISTENING; READING AND WRITING SKILLS OF RECENT CHINESE IMMIGRANTS, SUCH THAT THEY MAY FUNCTION MORE EFFECTIVELY IN U. S. SOCIETY?

The analysis of the problem led to the promulgation of the eight (8) program objectives:

1. A Diagnostic Profile at entry on each adult's listening, speaking, reading and writing skills for immediate Placement Level.

2. Writing the English alphabet. Criterion level: 80%.

3. Defining import of 25 key signs and labels. Criterion level: 50%.

4. Distinguishing basic English phonemes and stress-intonation patterns. Criterion level: 50%.

5. Advancing one level higher in learning English structure patterns, reading and writing, in the Lado Series. Criterion level: 10% - one whole level; 30% - a half-level.

6. Reciting standard dialogues in English. Criterion level: 50%.

7. Describing basic U. S. citizenship requirements. Criterion level 50%.

8. Demonstrating teacher effectiveness as result of in-service training.

Evaluation objectives were to be met through descriptive analysis based on observation and in-depth interview; and, through two stages in formal testing:

(1) Placement testing at entry.

(2) Criterion testing -- six instruments to be twice administered at mid-year and final (post-) measure at end-year.

Findings and Data Analysis

Table 1 has illustrated the average number of hours of those studying throughout the school year as 102.7 hours. This is considerably below the 180 hours called for in the design, and in the student number of 183, below the maximum 200 students called for in each 3-month cycle.

Table 2 has elaborated the over 90% placement into Level I classes — most basic Adult Basic English classes (over 260 students) with only 24 placed at Level II.

The six criterion measures given at mid-year and at end-year relate to program objectives 2 through 7. As submitted to the State Education Department in the abbreviated M. I. I. N. Form, Item 46, in terms of statistical significance in "t" testing upon 5 months of instructional time (approximately 50+ hours), no statistical significance was evidenced on any of the six measures. Table 3 illustrates this very clearly. Part of the explanation for this lies in high entry scoring

where pre-tests already exceeded the test criterion for alphabet (Objective #2), signs and labels test (Objective #3), both phonemes tests (Objective #4), Lado Part I test (Objective #5), and Standard Dialogues testing (Objective #6). Citizenship Requirements (Objective #7) was given only as a post-test, but was cut down to a recognition test from among multiple choices yielding an average result of 90.4%. The design had originally called for a test made up of descriptive items. The only favorable statement that can be made despite the lack of statistical significance is that overall gain percentages were registered in parts of all criterion tests, except phonemes-Group I and Lado-Series III. Even here the content validity (until the limiting variables can be better controlled) cannot be challenged with certainty in the light of limited hours of instructional input, a smaller than planned completed sampling population, and possible variation in test administration pre- and post-measure.

A corroborative statistical test of the criterion measures was performed using the "Effectiveness Index" of "G" Ratio, as shown in Table 4. Low ratio values occurred except for the Alphabet and Signs tests which exceeded the criterion levels at entry. Thus this analysis tended to corroborate those under the "t" test showing no statistical significance in gains measured.

The adult population enrolled in this first year was characterized from Tables 5 and 6 as averaging around age 36, with over 5 years residence in the U. S., over one(1) year previous study in the English language and representing by more than 80% the Cantonese dialect.

Observational analysis revealed well run classes by young bilingual (Chinese and English speaking) teachers and educational assistants who were kept reasonably up-to-date by weekly in service training sessions. The theory of instruction favored the audio-lingual method incorporating generous amounts of structural linguistics over that of the situational reinforcement--crash program method. Utilization of the language laboratory was heroic, but not as complete as the administrators wished in the face of numerous problems and obstacles encountered in this doubly shared facility.

Esprit de corps between the administration (Project Coordinator and her Assistant) and part-time staff was adjudged as professionally and personally excellent; between the administration and the Executive Directorship, Chinatown Foundation (which removed the two-member administrative staff in July, 1972) as unsatisfactory. This latter condition was unexpected in the light of general program support from the State Department of Education, the Mayor's Office, the Borough President of Manhattan, and the Office of Continuing Education of the Board of Education. Thus, the program entered its second year (1972-73) without continuing professional educational leadership.

C O N C L U S I O N S

The main purpose of the Chinatown English Language Center has been fully implemented on a short-term basis by providing the recent Chinese immigrant with the basic English speaking and listening; reading and writing skills program in an audio-lingual language laboratory setting with full materials support, regarded as the stepping stone to his acculturation into the life of the community, removal of handicaps to useful employment, and the fostering of U. S. citizenship. However, these latter longer-range goals cannot be assessed on a year-to-year basis in the absence of a follow-up study.

In terms of the specific skills addressed by the problem which the program was designed to overcome, the following five (5) numbered conclusions and a sixth concluding statement are in order for the first year:

1. Recently arrived Chinese working class adults below middle age, may be rapidly placed into well organized E. S. L. classes by a rapid testing procedure.

2. Gains in English speaking,
listening,
reading, and
writing skills occur in a voluntary, part-time, after-hours instructional program based on audio-lingual method in a language laboratory setting with as little as 100 instructional hours, spread out over

a 10 months academic year basis.

3. Such gains as occur on a minimal instructional program input tend to show no statistical significance in the gains differences, as determined by well recognized, standard statistical procedures.

4. Long-term effects on reduction of unemployment/or upgrading of employment, reducing acculturation to U. S. society, and increasing citizenship application cannot be determined on a one-year funding basis.

5. Highly favorable community and professional acceptance of this type of project in a low S-E-S minority community area occur.

An important early outcome of this limited funded, rapidly implemented, community effort — cooperatively with State, and City professional education agencies in E. S. L. has been development of a unique set of English-as-a-Second Language criterion measures which further refinements may hopefully serve as a model in future for similar language laboratory centers for recently arrived populations in the U. S. These instruments have been duplicated and are presented in the Appendices which follow this concluding chapter.

S U M M A R Y of R E C O M M E N D A T I O N S

Seven sets of recommendations (totalling 26 in all) have been made with respect to project administration, scheduling and allocation of teachers and paraprofessionals time, curriculum and language laboratory facility, target population to receive benefits of the program, how instruction may be better individualized, refinement and validation of testing materials and instruments for E. S. L. as developed, and overall budget. These have centered on importance of continuity of administration under educationally professional leadership, accountable to the public funding sources and school agencies, well-separated from community advisement and public relations politicking.

Recognition has been made of the importance of an unshared more expanded language laboratory operation, but recognizing the character of a voluntarily attending adult disadvantaged population limited in time and resources.

Recommendation has been made of coordinate funding of both instructional personnel and properly maintained and refurbished language laboratory study materials and equipment, in an Adult Basic English total program, refunded yearly, and freed of the constraints of less relevant Consumer Education - Home Economics or other outside pressures.

Curriculum recommendations focusing on greater individualization of instruction have been made together with further refinements of newer types of criterion testing materials. A funding level of $100,000. has been recommended.

With all its problems, the favorable climate of reception of this project, the tendency to produce gain even under limited instructional input, and the demonstrated need for this type of Center leads the evaluation agency to finally:

...RECOMMEND THAT THE PROGRAM BE CONTINUED !

* * *

End of Chapter IV

A P P E N D I C E S

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C. E. L. C. Appendix A

ENGLISH ALPHABET LETTER WRITING

Student's Name _____ Teacher _____

Date _____

DIRECTIONS: Copy the sentence below, once in printed manuscript, once in cursive handwriting.

THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG .

1. The quick brown fox jumps over the lazy dog.

2. The quick brown fox jumps over the lazy dog.

* * *

C. E. L. C. Appendix B

SIGNS AND LABELS CRITERION MEASURE

_____ Teacher _____

Student's Name

Date _____

DIRECTIONS: Write the English letter of the correct choice on the line next to each numbered sign or label.

_____1. ADMITTANCE
_____2. MEN
_____3. FIRE
_____4. U.S. MAIL
_____5. TRANSFER
_____6. POISON
_____7. LOCAL
_____8. WALK
_____9. POLICE
_____10. KEEP AWAY FROM CHILDREN
_____11. CAUTION
_____12. EXPRESS
_____13. DOWNTOWN
_____14. EXIT
_____15. STREET
_____16. UPTOWN
_____17. DOCTOR
_____18. STOP !
_____19. AVENUE
_____20. BUS STOP
_____21. ENTRANCE
_____22. DANGER
_____23. INFORMATION
_____24. WOMEN
_____25. DON'T WALK

a--- 男人
b--- 女人
c--- 入口處
d--- 走
e--- 不可走
f--- 警告
g--- 危險
h--- 警察
i--- 毒葯
j--- 下城
k--- 上城
l--- 換車
m--- 許可入場
n--- 問訊處
o--- 慢車
p--- 快車
q--- 公共汽車停車站
r--- 醫生
s--- 火警
t--- 美國郵政
u--- 街
v--- 大道
w--- 停止
x--- 出口處
y--- 防止兒童取得

Appendix C_1

RECOGNITION OF PHONEMES -- Part I

Student's Name _____ Teacher _____

Date _____

DIRECTIONS: (Given in Chinese)(On the Cassette Tape)
Listen carefully! I am going to say two (English) words.
If they sound the same circle (1); if they sound different, circle (2).

Example: "school" "school" Do they sound the same; or different?
They sound the same. Circle (1).

Now listen
again!: "school" "shoe" Do they sound the same; or different?
Different. Circle (2).

Now we'll continue. Circle (1), if they sound the same; circle (2), if they sound different.

Answer Columns			Tapescript		(* denotes same)
1)	1	2	1)	lip	lap
2)	1	2	2)*	chip	chip
3)	1	2	3)	did	deed
4)	1	2	4)	lip	leap
5)	1	2	5)*	thee	thee
6)	1	2	6)	teeth	tease
7)	1	2	7)	sing	thing
8)	1	2	8)*	these	these
9)	1	2	9)*	ready	ready
10)	1	2	10)	stream	dream
11)	1	2	11)	then	den
12)	1	2	12)	those	doze
13)	1	2	13)	thigh	thy
14)	1	2	14)	eat	each
15)	1	2	15)*	pitch	pitch
16)	1	2	16)*	chap	chap
17)	1	2	17)	sky	shy
18)	1	2	18)	chop	shop
19)	1	2	19)	ditch	dish
20)	1	2	20)*	safe	safe
21)	1	2	21)	three	flee
22)	1	2	22)	salt	soft
23)	1	2	23)*	very	very
24)	1	2	24)*	favor	favor
25)	1	2	25)	fat	that

Appendix C_2

RECOGNITION OF PHONEMES -- Part II

Student's Name _____ Teacher _____

Date _____

DIRECTIONS: (On cassette tape--given in Chinese)
Listen carefully! I am going to say three(3) (English) words.
Circle the number of the word that sounds different.

Example: "school" "school" "shoe"
1 2 3

Which one sounds different? "Shoe" sounds different. Circle (3).

	Answer Columns			Tapescript Columns			KEY (Column that should be Circled)
1)	1	2	3	1) did	dud	did	2
2)	1	2	3	2) heed	hid	heed	2
3)	1	2	3	3) zip	zip	sip	3
4)	1	2	3	4) they	day	they	2
5)	1	2	3	5) chin	chin	thin	3
6)	1	2	3	6) cash	catch	cash	2
7)	1	2	3	7) phase	phase	vase	3
8)	1	2	3	8) it	ate	it	2
9)	1	2	3	9) doze	doze	dough	3
10)	1	2	3	10) bid	bead	bid	2
11)	1	2	3	11) hat	had	had	1
12)	1	2	3	12) sin	shin	shin	1
13)	1	2	3	13) fife	five	five	1
14)	1	2	3	14) ship	shape	ship	2
15)	1	2	3	15) hill	heel	heel	1
16)	1	2	3	16) breathe	breeze	breeze	1
17)	1	2	3	17) ladder	lather	lather	1
18)	1	2	3	18) thee	zee	thee	2
19)	1	2	3	19) raised	raced	raised	2
20)	1	2	3	20) bait	date	bait	2
21)	1	2	3	21) chair	share	share	1
22)	1	2	3	22) some	some	thumb	3
23)	1	2	3	23) thy	thy	thigh	3
24)	1	2	3	24) teeth	teethe	teeth	2
25)	1	2	3	25) rib	rub	rub	1

SUMMARY OF APPENDIX C_1 & C_2 — RECOGNITION OF PHONEMES:

Part I — Basic 10 Phonemes - 25 Items (tapescript and response sheet)
Part II — Additional 8 Phonemes - 25 It.(tapescript and response sheet)

Appendix C_1 C_2 Supplement

LIST OF 18 MOST BASIC ENGLISH LANGUAGE PHONEMES*

Phonemes	Examples	Lado Unit
No. 1 [i]	ship, Philip, it	Unit 1 Book 1
No. 2 [iy]	sheep, eel, fee	Unit 2 Book 1
No. 3 [z]	zip, doze, busy	Unit 4 Book 1
No. 4 [s]	sip, yes, stay	Unit 5 Book 1
No. 5 [d]	day, good, London	Unit 7 Book 1
No. 6 [ð]	they, mother, the	Unit 8 Book 1
No. 7 [č]	chin, teacher, each	Unit 11 Book 1
No. 8 [š]	shin, English, Washington	Unit 12 Book 1
No. 9 [f]	face, coffee, safe	Unit 15 Book 1
No. 10 [v]	vase, avenue, give	Unit 16 Book 1
No. 11 [t]	to, that, asked	Unit 18 Book 1
No. 12 [b]	book, table, lab	Unit 19 Book 1
No. 13 [e]	bed, egg, seven	Unit 1 Book 2
No. 14 [ə]	ugly, but, study	Unit 2 Book 2
No. 15 [θ]	three, mouth, Kathleen	Unit 5 Book 2
No. 16 [r]	rice, tourist, restaurant	Unit 11 Book 2
No. 17 [ey]	day, eight, always	Unit 12 Book 2
No. 18 [æ]	at, man, thank	Unit 15 Book 2

* Repeated from
Circular #9
Chinatown English Language Center
Ms. Fay Loo, Project Director
Ms. Simone Song, Project Assistant

Appendix C_3

STRESS INTONATION PATTERNS -- Part III

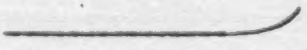
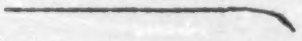
Teacher _____

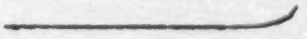
Student's Name _____ Date _____

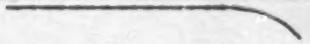
DIRECTIONS: (GIVEN IN CHINESE)

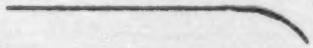
(Sentences are given (in English) on cassette tape)
Listen carefully while I say each English sentence!
Then circle the English letter belonging to the pattern line that best matches the sentence spoken.
(Test = 3 minutes for 10 Items.)

ANSWER SHEET OF PATTERN LINES

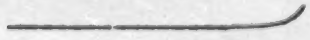
1.
a. 
b.
c. 

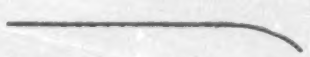
2.
a. 
b.
c.

3.
a.
b.
c. 

4.
a.
b.
c. 

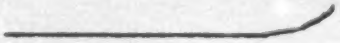
5.
a.
b.
c.

6.
a. 
b.
c.

7.
a.
b.
c. 

8.
a.
b.
c.

9.
a.
b.
c.

10.
a. 
b.
c.

TAPESCRIPT & RESPONSE KEY
STRESS-INTONATION
10 - ITEMS

(Letter of Pattern Line to be Circled)

1. John this is Helen. (c.)
2. Is Kathleen a nurse? (a.)
3. Washington is in the United .... (b.)
4. Are John and Vincent brothers? (a.)
5. Are you a student of a teacher? (c.)
6. Vincent and Joseph are absent. (c.)
7. It's not big; it's small. (c.)
8. They are Mr. & Mrs. Charles .... (b.)
9. How is the English class? (c.)
10. Memorize the conversation, please. (c.)

CODE:
a. = Intonation rising
b. = Intonation the same
c. = Intonation falling.

Appendix D

STRUCTURAL ENGLISH CRITERION MEASURES
MODIFIED FROM LADO SERIES LEVELS

Teacher _____

_____
Student's Name

Date _____

DIRECTIONS: (Given in English and in Chinese)
Circle the letter of the choice which correctly completes each sentence.

EXAMPLE: Helen is a _____.
a. boy (b.) girl c. chair d. house

D PART I -- Modified from Lado Level I (20 Items)

1. Alice _____ a student.
   a. are b. am c. is d. have

2. I _____ living in New York.
   a. is b. am c. are d. do

3. Please give this book to _____.
   a. she b. we c. I d. him

4. _____ Chinese.
   a. He b. We c. Is d. He's

5. Mr. Lee, _____ is Mr. Wong.
   a. they b. those c. this d. she

6. Are _____ in school?
   a. that b. he c. they d. this

7. Is Brooklyn _____ New York?
   a. here b. at c. on d. in

8. _____ are Canton and Hong Kong?
   a. Who b. Was c. Where d. When

9. Is this a _____ book?
   a. it b. difficult c. teacher d. was

10. _____ me the book, please.
    a. Give b. Let c. That d. Where

11. Excuse John. Excuse _____.
    a. he b. her c. she d. him

Appendix D (Continued)

D PART I

12. Miss Lee and _____ sing a song together.
    a. me b. her c. I d. it

13. Do you want coffee? _____, I want tea.
    a. Yes b. No c. It d. Is

14. _____ Mrs. Chin like milk?
    a. Do b. What c. Does d. Where

15. He doesn't write _____ us.
    a. to b. in c. on d. at

16. Does she know you? No, she _____.
    a. do b. does c. doesn't d. isn't

17. What are these? _____ are apples.
    a. That's b. Where c. Those d. This

18. Mrs. Lee has one child. Mrs. Mui has many _____.
    a. children b. child c. baby d. girl

19. A person has _____ fingers.
    a. eight b. twelve c. ten d. nine

20. A dozen eggs means there are _____ eggs.
    a. fifteen b. twelve c. twenty d. nine

D PART II -- Modified from Lado Level II (20 Items)

1. Mr. Lee has a big house. _____ house is big.
    a. Her b. His c. They d. Mine

2. The waiter gives Miss Chen _____ soup.
    a. two b. some c. many d. lots

3. This is the _____ pen.
    a. boy b. man's c. his d. my

4. _____ is Paul? He's a teacher.
    a. When b. Where c. How d. Who

5. Where _____ you last night?
    a. were b. was c. are d. is

Appendix D (Continued)

D PART II

6. T o d a y i s _____ .
   a. Thursday b. Monday c. Wednesday d. Tuesday

7. Bill and Helen went to see a movie _____ .
   a. tomorrow b. next week c. soon d. yesterday

8. _____ Bill go to school yesterday.
   a. Is b. Are c. Did d. How

9. We _____ read the newspaper yesterday.
   a. don't b. isn't c. didn't d. wasn't

10. Were you and Mrs. Wu in class? I was, but Miss Wu _____.
    a. was b. were c. are d. wasn't

11. Mr. Chan is _____ to tell you a story.
    a. go b. will c. fine d. going

12. _____ did he come to school?
    a. Who b. Let c. How d. He

13. Are you _____ to visit your brother tomorrow?
    a. plan b. planned c. planning d. plans

14. What was she _____?
    a. writing b. writes c. write d. written

15. The car is _____ the school building.
    a. on b. in c. near d. over

16. There are two boys. _____ _____ is John?
    a. What one b. Which one c. Who are d. Where are

17. How _____ money do you need?
    a. many b. more c. most d. much

18. Mrs. Wong, _____ you tell us about your family?
    a. may b. are c. will d. have

19. We _____ watch T.V. together tonight.
    a. are b. were c. can d. have

20. Where can we go today? We _____ go to Miss Lee's house.
    a. might b. are c. did d. were

Appendix D (CONCLUDED)

D PART III -- Modified from Lado Level III (first part)(10 Items)

1. You are sick. You _____ stay in bed.
   a. were b. was c. must d. are

2. He _____ play basketball, but he doesn't.
   a. was b. could c. can't d. couldn't

3. I don't have a coat, or a hat, or shoes. I don't have _____.
   a. anything b. everything c. anybody d. nothing

4. Miss Helen Chin is from Hong Kong. She knows _____ in New York City.
   a. anyone b. anywhere c. one d. no one

5. I would like _____ tea, please.
   a. more b. most c. something d. not

6. Today is the _____ of January.
   a. twelfth b. hundredth c. thirty-second d. sixty-fifth

7. The last day of the year is December _____.
   a. sixth b. thirty-first c. second d. first

8. Mr. Moy lives _____ the fourth floor.
   a. on b. at c. in d. from

9. The class _____ a song together last week.
   a. sang b. sing c. sings d. singing

10. Last week, I _____ a letter to my father.
    a. write b. written c. writes d. wrote

C. E. L. C. Appendix E

STANDARD DIALOGUES RECITED

Class Diagnostic Dialogue Chart

Teacher _____

C l a s s _____

Month/Year _____

Dialogues Memorized Verbatim and Recited
in English from LADO BOOK ONE -- Level I -- Units 1-10, and
Levels I & II -- Units 11-20.

NAME \ UNIT	1	2	3	4	5	6	7	8	9	10

LEGEND: = Student has mastered, and comfortably has repeated, the dialogue.

= Student has responded haltingly to the dialogue, but has not memorized and repeated it.

= Student has neither responded to nor repeated, the dialogue.

REFERENCE: Lado, Robert. 1 9 7 0
Lado English Series - Book 1.
Pub.: Simon & Schuster Education Div., 1 W. 39 St., NYC 10018

Notes on Lado

Level I (simplest in structural English) includes Units 1 - 13 in Book 1 of Lado Series, includes first 10 Units on the above Dialogue Chart plus Units 11, 12, & 13 on next page (2) of this Dialogue Chart.

Level II (second stage in structural English) includes Units 14 - 20, also in Book 1 of Lado Series.

Student memorizes 6-line, 2-part dialogue on first page of each Unit in Lado, under heading: "Memorize," and then it is acted out in class in pairs while teacher appropriately fills in, in above Chart.

Appendix E (Continued) Page 2

Class Diagnostic Dialogue Chart

Teacher _____

C l a s s _____

Month/Year _____

Dialogues Memorized Verbatim and Recited
in English from LADO BOOK ONE -- Level I -- Units 11, 12 & 13
& Level II - Units 14 - 20.

NAME \ UNIT	1	2	3	4	5	6	7	8	9	10

Appendix E

Adapted from Diagnostic Dialogue Chart (Circular # 17)
Prepared by: Fay Loo, Project Director
Simone Song, Assistant, Chinatown English Language Center
with consultation of the Office of Continuing Education.

C. E. L. C. Appendix F

CITIZENSHIP AND NATURALIZATION QUESTIONNAIRE

Student's Name _____ Teacher _____

Date _____

DIRECTIONS: Put a (circle) around the letter that belongs to the correct choice.

1. How long must you live in the United States before you can apply for citizenship?
在你申請為公民之前，必須居住在美國多久？
a. 10 years 年 b. 1 year 年 c. 5 years 年 d. 3 years 年

2. How old must you be before you can apply for citizenship?
在你申請入籍時，必須是多少年齡？
a. 21 years old 歲 b. 18 years old 歲 c. 25 years old 歲 d. 30 years old 歲

3. How much is the cost of filing a petition for naturalization?
申請入籍時須繳多少錢？
a. $1.00 b. $5.00 c. $15.00 d. $25.00

4. When you become a citizen, it will be your fight to:
當你成為美國公民後 你有權可以：
a. vote 選舉 b. work 工作 c. walk 走路 d. travel 旅行

5. You must know _____ before you can become a citizen.
你必須懂得 _____ 才可以成為公民
a. Chinese 中文 b. English 英文 c. Spanish 西班牙文 d. Latin 拉丁文

6. You must have _____ witnesses who are citizens with you when you take the Citizenship Examination.
當你參加公民考試的時候 你必須有多少位已是公民的證人在場
a. 10 b. 5 c. 2 d. 15

C. E. L. C.

Appendix F (Continued)

7. As part of your application for citizenship, you need to have:
申請公民之同時，須要_____.

a. a physical examination 檢查身體
b. a dental examination 檢查牙齒
c. a small pox vaccination 種痘
d. fingerprints taken on a card 打手印

8. You need _____ photographs of yourself when you apply for citizenship.
你申請公民時，須要有_____張相片.

a. 12 b. 3 c. 5 d. 20

9. To have your fingerprints taken by the Immigration and Naturalization Service,
移民歸化局替你打手印的時候會收取你多少錢.
it will cost you _____.

a. No money 免費 b. $10.00 c. $5.00 d. $20.00

10. You must be able to sign your name in _____ when you apply for
當你申請公民時，你必須會簽自己的_____名字
citizenship.

a. Chinese 中文 b. English 英文 c. Spanish 西班牙文 d. French 法文

* * *

Appendix G

COMMUNITY FLYER

NEW YORK CHINATOWN FOUNDATION, INC.
(Chinatown Advisory Council to the
Borough President of Manhattan)
CHINATOWN ENGLISH LANGUAGE CENTER

Chairman Irving S. K. Chin of the Chinatown Advisory Council to the Borough President of Manhattan is pleased to announce that on Monday, September 27, 1971 the new Chinatown English Language Center will commence English classes at the Chinese Community Center. The classes are for high school age and adults and will feature a new modern language laboratory. Federal and state funding requires the hiring of licensed Chinese bi-lingual teachers who will be paid directly by the New York City Board of Education on an hourly basis at licensed teachers rates.

The classes are as follows:

Monday and Wednesay	7:30-9:30 P.M.
Tuesday and Thursday	7:30-9:30 P.M.
Monday and Tuesday	7:00-10:00 P.M.
Tuesday and Thursday	7:00-10:00 P.M.
Monday and Wednesday	9:00-11:00 A.M.
Tuesday and Thursday	9:00-11:00 A.M.

The day time classes are specifically to extend the opportunity of learning English to housewives as well as restaurant cooks and waiters.

To be fair to the general public, registration will be on a "first come-first served" basis. Registration forms can be picked up in the lobby of the Chinese Community Center, 62 Mott Street, Chinatown, New York on the following days:

Saturday, September 11	1:00-9:00 P.M.
Sunday, September 12	1:00-9:00 P.M.
Monday, September 13	5:00-9:00 P.M.

All forms must be completed and mailed promptly. Acceptance of the students will be made on a "first come-first served" priority as the registration forms are received through the mail. After the maximum number of student positions are filled, the remaining applicants will be kept on a waiting list to be used as vacancies occur All applicants will receive notification in writing whether they are accepted as students or placed on the waiting list. Please mail promptly.

Appendix H

PRELIMINARY APPLICATION FORM

華埠顧问委員会英語中心

姓名: .....

地址: .....

電話: .....

出生日期: ..... 性別: .....

職業: .....

方言: 国語 □; 廣東話 □; 台山話 □; 其他 □

請在四方空格內,畫明你可以在何时来上課.可多畫一個方格以上.

定于本年九月廿七日星期一开学.

1. 星期一 每星期三	上午九时至十一时	□
2. 星期二 每星期四	上午九时至十一时	□
3. 星期一 每星期三	晚上七时半至九时半	□
4. 星期二 每星期四	晚上七时半至九时半	□
5. 星期一 每星期三	晚上七时至十时	□
6. 星期二 每星期四	晚上七时至十时	□

請將填好之報名表從速寄去:

取錄辦法為報名表先寄到者得先被編入学.額滿後即將後到者列入候取名单上,以備有空位时補上.所有申請人將会接到书面通知為正取学生抑或為候取学生.請從速填好報名表寄来為盼.

Appendix I -- Part I

DIAGNOSTIC PROFILE CARD

Original 1971-72 every Chinese participant's data card as used in first year of operation.

DIAGNOSTIC PROFILE CARD C. E. L. C.

Yr. '71-'72

Name Addr.

B. D. B. P. Arr. USA

Ch.Dial Yrs. Stud. Engl. :

Entry CELC Exit CELC Tot. Sess. x2 = Hrs.

		Listening & Speaking lev. I,II,III,IV	Nat. Read. S U	Engl. Read. I,II,III,IV	Nat. Writ. S U	Engl. Writ. S U
PLACEM'T LEVEL @ ENTRY & RETEST	ENTRY dates:					
	RETEST dates:					

FORMAL CRITERION MEASURES

	A. Engl. Alph. Lett Writt.	B. 25 Signs & Labels	C. 10+ Phonemes 3 Str-Inton	D. Iado Series Fract. Lev.	E. Stand Dial. Recited	F. Citiz Req. Spoken
I st	Raw= /26 %	/25 %	Ph /10 % St /3x3 %	I, II, III, IV + Unit	/10 %	Raw / %
dates:			Ph /8 %			
II nd	/26 %	/25 %	/10 % /3x3 %		/10 %	/ %
dates:			/8 %			

OTHER COURSES: ☐ Consumer Ed. ☐ Home Ec. ☐

OTHER INFO. & COMMENTS ON BACK: -----

Appendix I -- Part II

DIAGNOSTIC PROFILE CARD
(Revised)

Recommended revised every Chinese participant's data card for the second year of operation (1972-73).

CODE ☐ check: ☐male ☐female

DIAGNOSTIC PROFILE CARD
CHINATOWN ENGLISH LANGUAGE CENTER — Yr. '72-'73

Class: _____

Name _____ Addr. _____ Occup. _____

B.D.: Mo.___ Yr.___ B.P.: _____ Ch.Dial.Spoken: _____ Arr.USA: Mo.___ Yr.___

Entry CELC _____ Exit CELC _____ Yrs.Stud.Engl. _____ No.Sess.___ x2 = _____ Hrs.

PLACEMENT	Engl. Listen. & Speak. levels: I, II, III, IV	Chin. Read. S or U	Engl. Read. I, II, III, IV	Chin. Writ. S or U	Engl. Writ. S or U
@ ENTRY date:					
@ RETEST date:					

SIX FORMAL CRITERION MEASURES

	A. Eng. Alph. Lett. Writt.	B. 25 Signs & Labels	C. 10/18 Phonemes & 3 Str.-Inton.	D. Lado Series Fract. Lev.	E. St. Dial. Recited	F. Cit. Req. Written
Ist Raw date	___/26= ___%	___/25= ___%	10ph___/25 8ph___/25 = ___% = ___% 3str___/10 = ___%	I, II, III, IV /20 /20 /10 / ___% ___% ___%	___/10= ___%	___/10= ___%
IInd Raw date	___/26= ___%	___/25= ___%	10ph___/25 8ph___/25 = ___% = ___% 3str___/10 = ___%	I, II, III, IV /20 /20 /10 / ___% ___% ___%	___/10= ___%	___/10= ___%

OTHER COURSES:

OTHER INFO.

COMMENTS ON BACK —